



COLLEGE OF
**INFORMATION
 STUDIES**

INST-201: Introduction to Information Science Fall 2018

Primary Personnel:	Instructor: Dr. Daniel Greene	Grad TA: Ben Leubsdorf, iSchool
Office Location:	Hornbake South, Room 4105D	Hornbake North, Room 0215A
Office Hours:	Schedule at https://calbird.com/daniel-greene/students	Thursdays, 10 a.m. to noon
Who and how to contact with questions:	<p>Dr. Greene should be contacted with general concerns about the class and the major: dgreene1@umd.edu</p> <p>Ben should be contacted with specific questions about assignments, readings, and class attendance: benl@terpmail.umd.edu</p> <p>Always check the syllabus first. Answers are usually there. Questions that can't be answered in a sentence or two probably need a face-to-face meeting instead.</p>	
Class time & location	<p>Tuesdays and Thursdays, 12:30-1:45pm Susquehanna (SQH) 1120 (campus map)</p>	

CATALOG DESCRIPTION

Examining effects of new information technologies on how we conduct business, interact with friends, and go through our daily lives. Understanding how technical and social factors have influenced evolution of information society. Evaluating the transformative power of information in education, policy, and entertainment—and the dark side of these changes.

COURSE DESCRIPTION

We live in an increasingly networked information society, characterized by a complex relationship between information & communication technologies (ICT) and the people who use them. While most individuals, organizations, and governments are quick to adopt new technologies, they rarely take the time to consider how that technology is shaping their behaviors and, conversely, how users shape the development of future technologies.

This course will provide you with the foundational knowledge needed to begin addressing key issues associated with the rise of the Information Society. Issues will range from the theoretical (what is information and how do humans construct it?), to the cultural (how are newer communication technologies different from earlier distance-shrinking and

knowledge-building technologies such as telephones?), to the technical (what are the basic architectures of computing networks?).

Successful completion of this course will give you the conceptual tools necessary to understand the social, political, and economic factors associated with a networked society. As a core course in the Bachelor of Science in Information Science (BSIS), this class will also provide you a knowledge-based foundation for future courses in information, technology, and policy.

STUDENT LEARNING OUTCOMES

At the conclusion of this class, you should be able to:

- Demonstrate knowledge of fundamental concepts and ideas around the rise of the information society.
- Demonstrate critical thinking in evaluating causal arguments regarding the relationship between technology and society, including analyzing major assertions, background assumptions, and explanatory evidence.
- Explain how information & communication technologies (ICTs) shape national and global events.
- Use information technologies to conduct research and to communicate effectively about ICTs.
- Articulate how the historical events leading to the information society have shaped our modern-day use of ICTs.
- Articulate ways technology use can be problematic, and how to harness technology for positive change.
- Work collaboratively to create and disseminate information content broadly.

REQUIRED CLASS MATERIALS

There is no textbook for this course. Course readings are located on ELMS and are a mix of academic articles and journalism. Course readings are subject to change, so make sure you check ELMS for any updates before you dig into a given week's readings. I will also sometimes assign videos or art pieces to check out before class; these will all be publicly available through sites like YouTube and links will be posted on ELMS.

CLASS STRUCTURE

This course involves lectures, hands-on activities, exams, engagement with current events, and a group project. There are four units--Introducing Information, Privacy and Boundaries, Communities and Relationships, and Collaboration and Rules--that tie together readings, activities, and assessments. I have created a number of activities to engage students in discussion about that week's topic, so you should complete the assigned readings/videos/audio **before** class (see syllabus and ELMS for reading assignments). The syllabus is a living document and changes made be made to meet certain class needs or respond to current events relevant to class. Changes will be announced ahead of time. The most current syllabus is always the one on ELMS.

Laptops are generally discouraged in this class; we have a limited amount of time each meeting and we want to ensure everyone can engage with the course content. As we'll review in class, [the science is pretty clear](#): Not only do laptops impede individual learning, but there's a second-hand smoke effect where they distract your neighbors as well and hurt



their opportunity to learn. Much of this class is concerned with thinking carefully about how and why certain technologies are implemented in certain spaces and communities, instead of embracing innovation for innovation's sake. So we're going to practice that by making the classroom a pen-and-paper space. With that said, laptops are important for meeting certain accommodations and learning styles. **If you need access to your laptop throughout class, please sit in one of the last two rows** (exceptions are made for students who have spoken with me directly about their need to use their laptop and sit closer to the front). On the rare occasion where laptops might be helpful to group work (e.g., the content moderation ILRA, midterm review, Wikipedia work) there'll be an announcement in advance of the relevant class.

In general, be aware of the people around you and avoid doing things that will disturb them or otherwise prevent them from fully engaging with the content. Put your phones on silent before the start of class. If you need to make/take a phone call, leave the classroom before doing so. When engaging in a class discussion, be respectful of others in the room. Any student who cannot do this will be asked to leave the classroom for the remainder of that class.

COURSE ACTIVITIES AND GRADING

Each course activity is worth a set number of points. There are 1000 total possible points in the semester. Grades are updated regularly on ELMS (your patience is appreciated--100 individual assignments take time to review!). Students are always able to calculate their current points total, how many points on a certain assignment they need to reach a certain grade, etc. So there is no need to email the instructor for these questions.

Assignments with an asterisk (*) have a grading rubric available on ELMS. Make sure you review the rubric before submitting your assignment. All deadlines are midnight on the assigned date unless otherwise specified.

1. Wikipedia assignment (200 points; multiple parts) *
2. Reading quizzes (200 points total, 20 points per quiz)
3. Hands-On Reflections (200 points total, 50 points each) *
4. Exit tickets (200 points total; 8 points per class)
5. Midterm (200 points)

6. Extra credit opportunities (up to 100 points)*

Wikipedia Assignment (200 points; multiple dates): We all rely on Wikipedia to help us quickly get answers to our information needs. Some people generally distrust the accuracy of content on Wikipedia because it is generated by a community of anonymous contributors; however, a lot of research suggests popular Wikipedia pages are very reliable. Beyond its use as a reference resource, Wikipedia is also a fascinating community to study.

How does content get onto Wikipedia's pages? What is the process for evaluating proposed changes? How does Wikipedia ensure information is correct and non-biased? Understanding how Wikipedia works ties directly into our course discussions on information needs and information literacy. Over several weeks, you'll complete training on how to edit and evaluate Wikipedia, select and critique an existing article, study its history and contributors, propose edits to the article, and reflect on the process. **The Wikipedia Dashboard has detailed instructions for each step.**

Step 1 (20 points; due 11/16): Wikiedu Training If you haven't already, create your account for the class. Then, complete training listed for "Week 1." To start, go to TKR

Step 2 (20 points; due 11/30): Article critique You'll assemble a group, find a controversial article, and identify what's wrong with it. See Wikipedia for full instructions. This assignment should be submitted by one designated group member through ELMS. It also includes two training modules.

Step 3 (70 points; due 12/7): Article contributions Your group will propose at least three contributions to the article you critiqued. At least one of which must be an addition, with relevant citations. Your proposal should be submitted by one group member on ELMS.

Step 4: (70 points; due final exam day): Wiki Fieldwork Your group has been following the action on the front and back-end of your Wikipedia page for a month now, seeing people argue, edit, and delete. Your final assignment is to report on the life of that community, how it's influenced by Wikipedia's rules, and how that manifests in the front-end content. This project takes the place of a traditional final exam.

Step 5: (20 points; due final exam day): Peer Evaluation When your whole group submits their fieldwork report, each individual member will also submit a peer evaluation that simply describes what everyone did over the course of the month. You get 20 points for submitting. Individual points totals may be adjusted based on peer feedback.

Quizzes (200 points, 20 per quiz, multiple dates): These short quizzes are made up of simple multiple choice, matching, and true/false questions designed only to make sure that you are keeping up with the readings and attending lectures. There are no trick questions. If you have done the readings and taken notes on the lectures throughout the previous week,

you will get a good grade on these quizzes. Quizzes are taken on Canvas and can cover any material covered up to the due date. They will be announced 48 hours ahead of time and will be due at the start of lecture. Once lecture begins, the quiz closes and cannot be retaken.

For example, Quiz X is announced on Sunday 12:30 PM. Students will have until the start of Tuesday's lecture at 12:30 PM to complete it. Quiz X has four questions, one about last Thursday's readings, one about last Thursday's lecture, and two about this Tuesday's readings.

Hands-on projects (200 points, 50 per activity, multiple dates): Throughout the class, we'll engage in hands-on activities that apply our class lessons to our everyday lives. Some of these are completed alone outside of class and involve internet research. Others are completed with a group during class and require investigating the physical campus. Here's a brief preview of the questions we'll answer in our hands-on activities:

- How is information organized on campus?
- How is your personal data sold, processed, and represented on the internet?
- How does the campus surveil people inside it? What vulnerabilities are there in that security system?
- How do social media platforms moderate objectionable content?

There will be a brief deliverable after each activity, each with its own rubric. For individual projects, this will be a 350-500 word reflection. For group projects, this might just be a listing of the decisions you made, along with justifications for them.

Exit tickets (200 points, 8 per lecture): During every lecture, there will be a prompt for an exit ticket. It could be a poll you'll answer and then discuss with a neighbor, it could be a brainstorming session, it could be something weirder. You'll use [TurningPoint, UMD's clicker software](#), to fill these out. Because many of these require a sentence or two of writing, you're encouraged to use TurningPoint's free mobile app. If you've never registered before, or are unsure whether you've registered, there's a link on the bottom-left corner of our ELMS homepage. If you don't have a smartphone or just don't want to take your phone out in class, you can feel free to fill out the exit ticket on an index card or sheet of paper. You receive all 8 points for completing that day's exit ticket--this is how we demonstrate participation in the class. You'll only be graded on 25 exit tickets, but there's 28 lectures total. Consider the others freebies for when you get sick, stuck in traffic, etc. While it is always a good idea to meet with an instructor to discuss material that you may have missed, there is, because of the 'freebie' exit tickets, no need to excuse any individual absences. Long-term absences will require more individualized consultation.

Midterm (200 points): The midterm will be used to evaluate students' comprehension of key concepts. It will be entirely multiple choice and will cover content from Weeks 1-7. The class session before the midterm will be used to review, build a study guide, and collaboratively generate questions.

Extra credit opportunities (25 points each, up to 100 total, multiple dates): Extra credit opportunities give you a chance to engage with course material outside of class. Each opportunity will have a rubric, and there will be multiple opportunities to complete each. There are three basic types (so far):

- Attending lectures at the Maryland Institute for Technology in the Humanities (MITH: <https://mith.umd.edu/digital-dialogues/schedule/>) or the Center for the Advanced Study of Communities and Information (CASCI) and writing a report about its relationship to our readings
- Visiting the Trevor Paglen retrospective 'Sites Unseen' at the Smithsonian Museum of American art and writing a report about his art's relationship to our readings.
- Instead of just proposing edits to your controversial Wikipedia page, make them! If they're still there on exam day, you'll receive extra credit.

More may be added!

GRADE EVALUATION

Missed Deadlines: If you will not be able to meet an assignment deadline, contact Dr. Greene **before** the due date to explain why you will need to submit the assignment late and what your plan is; these will be evaluated on a case-by-case basis. Per the above, there are three 'freebie' days so there is no need to worry about missing an exit ticket. Missing a class day in which there is a group project (e.g., not being able to do the campus walk for the surveillance map) should be negotiated with your group, so that you can discuss other ways to help (e.g., maybe you're in charge of writing up the report).

If you need to miss the midterm because of outside circumstances (e.g., a religious holiday, military duties, work/athletic team travel), you must email me **before** the exam to reschedule your exam time. If you are sick on an exam day, you must provide me with a doctor's note to be excused (see the UMD Health Center's [policy on medical excuse notes](#)) and should email me before the exam time to let me know you're sick. If you miss the midterm due to other circumstances (e.g., oversleeping), you will not be able to make up the exam.

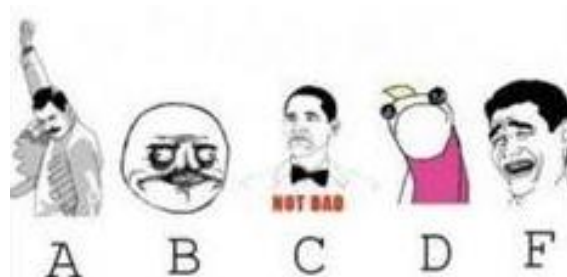
Late Assignments Policy: Unless prior permission has been granted, no late work is accepted. This policy is in place to ensure all 100 students have their work returned to them in a timely fashion. Please prepare in advance so that you will not encounter technical difficulties that may prevent submission of a given assignment. If you have a conflict with the due date, assignments can always be submitted early. Generally speaking, illnesses are not an excuse for late assignments because you will receive the assignments at least one week before they are due. Missing a deadline, even a 50-pointer like a Hands-On, can be compensated for by completing extra credit activities.

Grading: The primary purpose of the grades is to provide an accurate assessment of how well you know the concepts, techniques, and tools that are the focus of the class. Each assignment will be graded based on a rubric available to you and will be based on mastery of

concepts. If you believe that a grade you received does not accurately reflect your knowledge and ability (either due to a grading error or a trivial misunderstanding on your part), you may raise the issue within one week of receiving the grade by either (a) sending me and the TA an e-mail or (b) speaking with me or the TA in office hours. After considering the issue, I will adjust your grade (either up or down) to best reflect your knowledge of the material.

Final Grades: Final grades will be submitted 48-72 hours after the ‘final exam’. Because grades are issued in points, rather than percentages, there is no rounding up or down. Because grades are calculable throughout the semester and because copious extra credit opportunities are available, **I will not respond to email requests for a grade bump at the end of the semester.** The cutoffs are as follows:

A+	970-1000 pts.	C	730-769
A	930-969	C-	700-729
A-	900-929	D+	670-699
B+	870-899	D	630-669
B	830-869	D-	600-629
B-	800-829	F	less than 60
C+	770-799		



In this class, an "A" denotes full achievement of the goals of the class, a "B" denotes good progress towards the learning objectives, and a "C" indicates that you were able to comprehend the concepts involved but were unable to effectively apply that knowledge. Since the grading is based on a point-based system, an F is not the same thing as a zero. Failing work still earns *some* points. **You are always better off to turn something in and get feedback on what you were able to complete.** The point-based system also means that you can keep track of your progress and always know what your current grade is in the course. You are encouraged to monitor your own performance.

POLICY ON ACADEMIC MISCONDUCT

Cases of academic misconduct will be referred to the Office of Student Conduct irrespective of scope and circumstances, as required by university rules and regulations. It is crucial to understand that the instructors do not have a choice of following other courses of actions in handling these cases. There are severe consequences of academic misconduct, some of which are permanent and reflected on the student’s transcript. For details about procedures governing such referrals and possible consequences for the student please visit <http://osc.umd.edu/OSC/Default.aspx>

It is very important that you complete your own assignments, and do not share any files or other work. The best course of action to take when a student is having problems with an assignment question is to contact the instructor. The instructor will be happy to work with students while they work on the assignments.

University of Maryland Code of Academic Integrity

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic

integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://shc.umd.edu/SHC/Default.aspx>

Students have a responsibility to familiarize themselves with violations of the Code of Academic Integrity. Among these include:

1. Cheating

"Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise."

2. Fabrication

"Intentional and unauthorized falsification or invention of any information or citation in an academic exercise."

3. Facilitating Academic Dishonesty

"Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty."

4. Plagiarism

"Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise."

UNIVERSITY RESOURCES FOR STUDENTS IN NEED

Students with disabilities should inform me of their needs at the beginning of the semester. Please also contact the Disability Support Services (301-314-7682) or <http://www.counseling.umd.edu/DSS/>. DSS will make arrangements with you and me to determine and implement appropriate academic accommodations.

Students who want help improving their writing are encouraged to visit UMD's Writing Center, where trained coaches will help you plan out assignments or edit drafts: <http://www.english.umd.edu/academics/writingcenter>

Students seeking more general support on specific skills necessary to be successful in college, or just looking for general help on how to manage their workload, are encouraged to visit Learning Assistance Services: <https://lasonline.umd.edu/>

Students encountering psychological problems that hamper their course work are referred to the Counseling Center (301-314-7651 or <http://www.counseling.umd.edu/>) for expert help. For more information on UMD's Student Services, see <http://www.studentaffairs.umd.edu/student-life>

If you or someone you know has trouble procuring food please visit the campus food pantry: <http://campuspantry.umd.edu/>

If you or someone you know feels unsafe, the university has resources (see list below). Please note that both Dr. Greene and the TA are mandatory reporters under the UMD sexual

misconduct policy, meaning that if we hear about sexual misconduct we are required by law to report it to the University for further investigation. Students impacted by sexual assault should contact OCRSM (below) for administrative support and CARE to Stop Violence for counseling support: <http://health.umd.edu/care>

Read more about hate-based crimes here:

[https://ocrsm.umd.edu/files/Hate Bias FAQs final.pdf](https://ocrsm.umd.edu/files/Hate_Bias_FAQs_final.pdf)

Name	Phone	Website
University Counseling Center	301-314-7651	www.counseling.umd.edu
University Health Center and Mental Health Services	301-314-8180	www.health.umd.edu
University of Maryland Chaplains		thestamp.umd.edu/memorial_chapel/chaplain_s
Office of Civil Rights and Sexual Misconduct	301-405-1142	www.ocrsm.umd.edu

DR. GREENE’S TIPS FOR A SUCCESSFUL SEMESTER

1. Come to class prepared. This includes completing any assignments and readings *before* class.
2. Struggling with classes in general? Talk to me, friends, family, and/or the counseling center. I will work with you to help you succeed.
3. Engage in class discussions. Ask questions. Share your opinions. Be open to others’ viewpoints, even if they’re different than your own.
4. Have a question outside of class? After checking the syllabus and ELMS, feel free to contact Dr. Greene or the TA via email. Make sure to include the course number (INST201) in the subject line to ensure I see it. I will respond within 48 hours. Do **not** email me multiple times if I have not responded and less than 48 hours have passed. After that time, please send me a reminder email.
5. Visit Dr. Greene or the TA during office hours to talk about course content or anything else on your mind. In general, if you think the answer to your question is longer than a sentence or two, it’s better to talk in person than over email.
6. Know your rights as an undergraduate student at UMD: [University of Maryland Policies for Undergraduate Students](#)
7. Have fun! This class is designed to make you think about your daily life in new ways, so take advantage of that and you’ll do great.

WEEK-BY-WEEK OVERVIEW

Unit 1: Introducing Information

Week 1: Heroes and Villains of the Information Age

Tuesday August 28

Readings:

- None!

Activities:

- Get to know each other and the course

Thursday August 30

Readings:

- John Perry Barlow (1996) "A Declaration of the Independence of Cyberspace"
<https://www.eff.org/cyberspace-independence>
- Humdog [Carmen Hermosillo] (1994) "On community in cyberspace"
<https://gist.github.com/kolber/2131643>
- Paul Edwards "How to read a book"
<http://pne.people.si.umich.edu/PDF/howtoread.pdf>

Week 2: Information Theories and Literacies

Tuesday September 4

Readings:

- June Lester and Wallace C. Koehler (2007) "Fundamental Concepts of Information" [ELMS]
- danah boyd (2017) "Did media literacy backfire?" <https://points.datasociety.net/did-media-literacy-backfire-7418c084d88d>

Thursday September 6

Readings:

- Donald O. Case (2012) "Information behavior: An introduction" [ELMS]

Activities:

- Hands-on Project 1: "Information scavenger hunt"

The deliverable for Hands-on Project 1 is due Monday September 10.

Unit 2: Privacy and Boundaries

Week 3: Privacy Foundations

Tuesday September 11

Readings:

- Charles Duhigg (2012) “How companies learn your secrets”
<https://www.nytimes.com/2012/02/19/magazine/shopping-habits.html>
- Tara Adishesan and Jen Kagan (2018) “A brief introduction to cookies”
<https://recompilermag.com/issues/issue-7/a-brief-introduction-to-cookies/>

Thursday September 13

Readings:

- Helen Nissenbaum (2011) “A Contextual Approach to Privacy Online.”
https://www.amacad.org/publications/daedalus/11_fall_nissenbaum.pdf

Week 4: Nothing to Hide

Tuesday September 18

Readings:

- Dan Bouk (2017) “The History and Political Economy of Personal Data over the Last Two Centuries in Three Acts”
<https://www.journals.uchicago.edu/doi/10.1086/693400>

Thursday September 20

Readings:

- Alvaro Bedoya (2018) “A license to discriminate”
<https://www.nytimes.com/2018/06/06/opinion/facebook-privacy-civil-rights-data-huawei-cambridge-analytica.html>
- Daniel Solove (2011) “Why privacy matters even if you have ‘nothing to hide’”
<https://www.chronicle.com/article/Why-Privacy-Matters-Even-if/127461>

Hands-on Project 2 “Data Double” is due Monday September 24

Week 5: The Power of (Mis)Classification

Tuesday September 25

Readings:

- J. Nathan Matias (2017) “The real name fallacy” <https://coralproject.net/blog/the-real-name-fallacy/>
- Zoe Cat (2015) “My name is only real enough to work at Facebook, not to use the site”
<https://medium.com/@zip/my-name-is-only-real-enough-to-work-at-facebook-not-to-use-on-the-site-c37daf3f4b03>

Thursday September 27

Readings:

- Virginia Eubanks (2018) “A child abuse prediction model fails poor families” <https://www.wired.com/story/excerpt-from-automating-inequality/>
- Larry Smith (2018) “Former Baltimore police officer unloads on the Department’s gang database” <https://theappeal.org/former-baltimore-police-officer-unloads-on-departments-gang-database/>

Week 6: Mapping Surveillance

Tuesday October 2

Readings:

- Steve Mann (2013) “Veillance and Reciprocal Transparency: Surveillance versus Sousveillance, AR Glass, Lifelogging, and Wearable Computing”

Activities:

- Hands-on Project 3 “Surveillance Map”, in-class group project

Thursday October 4

Readings

- Simone Browne (2012) “Race and Surveillance” [ELMS]

The deliverable for Hands-on Project 3 “Surveillance Map” is due Monday October 8

Unit 3: Building Community

Week 7: Weird Innovators

Tuesday October 9

Readings:

- Howard Rheingold (1993) “Visionaries and Convergences: The Accidental History of the Net” <http://www.rheingold.com/vc/book/3.html>
- Julian Mailland and Kevin Driscoll (2017). [Minitel: The Online World France Built Before the Web](#)

Thursday October 11

Readings:

- Finn Brunton (2013) “The Shadow History of the Internet” [ELMS]

- Marianna Mazzacatto (2013) TED Talk “Government--Investor, Risk Taker, Innovator”:
https://www.ted.com/talks/mariana_mazzucato_government_investor_risk_taker_innovator

Week 8: Midterms

On Tuesday October 16, we'll review for the midterm in class, build a study guide together, and generate possible questions. On Thursday October 18 we'll take the midterm.

Week 9: Virtual Communities

Tuesday October 23

Readings:

- Jiyeon Kim (2017) “City of Singles -- Portraits of Tinder”. [This is a portrait series. Review Kim’s artist statement, look over the art, take some notes on what you notice.]
<http://jiyeonkim.de/albums/tinder-project-1/>
- Bim Adewunmi (2015) “The Curious Conformity Of YouTube's Beauty Tutorials”
https://www.buzzfeed.com/bimadewunmi/the-curious-conformity-of-make-up-youtube?utm_term=.keWK36gnn#.awvP2EdBB
- Taffy Brodesser-Akner (2014) “Turning Microcelebrity into Big Business”
<https://www.nytimes.com/2014/09/21/magazine/turning-microcelebrity-into-a-big-business.html?referrer=&r=0&mtrref=undefined&gwh=6EE3A0D095A6D7AB8311E88D2957248E&gwt=pay>

Thursday October 25

Readings:

- Nancy Baym (2015) “Communities and Networks” [ELMS]

Week 10: Moderating Community

Tuesday October 30

Readings:

- Tarleton Gillespie (2018) “How Social Networks Set the Limits of What We Can Say Online” <https://www.wired.com/story/how-social-networks-set-the-limits-of-what-we-can-say-online/>
- Adrian Chen (2014) “The Laborers Who Keep Dick Pics and Beheadings Out of Your Facebook Feed” <https://www.wired.com/2014/10/content-moderation/#x>

Thursday November 1

Readings:

- Students will be broken up into groups and assigned to read the community guidelines for different social media platforms

Activity:

- Hands-on Project 4 “Content Moderation”, in-class group project

The deliverable for Hands-on Project 4 “Content Moderation” is due Monday November 5

Unit 4: Technology for Collaboration

Week 11: Infrastructure for Collaboration

Tuesday November 6

Readings:

- Jo Freeman (1971) “The Tyranny of Structurelessness”
<https://www.jofreeman.com/joreen/tyranny.htm>

Thursday November 8

Readings:

- Joseph Reagle (2011) “The Argument Engine”
<https://repository.library.northeastern.edu/files/neu:330046/fulltext.pdf>

Week 12: Memes, Virality, and Breaking the Internet

Tuesday November 13

Readings:

- James Gleick (2011) “Into the Meme Pool” [ELMS]

Thursday November 15

Readings:

- Jason Silverman (2015) “The Viral Dream” [ELMS]

Step 1 of the Wikipedia Project--your personal WikiEdu Training--must be completed by Friday November 16.

Week 13: Let's be Honest, It's Thanksgiving

Class is cancelled for Tuesday November 20 in deference to holiday travel. However, students should use this free time to connect with their group members to plan out the Wikipedia project, the first deliverable for which is due next Friday November 30.

Week 14: Political Collaboration

Tuesday November 27

Readings

- Deen Freelon, Charlton D. McIlwain, and Meredith D. Clark (2016) “Beyond the hashtags: #Ferguson, #Blacklivesmatter, and the online struggle for offline justice”
 - Everyone is responsible for reading the Introduction and Conclusion. Students will be broken up into groups responsible for specific sections. We'll collaborate on a shared set of notes in class as an object lesson.

Thursday November 29

Readings

- Zeynep Tufekci (2014) “Social Movements and Governments in the Digital Age: Evaluating a Complex Landscape”
http://blogs.cuit.columbia.edu/jia/files/2014/12/xvii-18_Tufekci_Article.pdf
- Evgeny Morozov (2011) RSA Animated Lecture “The Internet in Society: Empowering or Censoring Citizens” <https://www.youtube.com/watch?v=Uk8x3V-sUgU>

Step 2 of the Wikipedia project--your group's Article Critique--is due Friday November 30

Unit 5: Reflections and Conclusions

Week 15: Heroes and Villains of the Information Age

Tuesday December 4

Readings

- Craig Silverman (2017) "I Helped Popularize The Term "Fake News" And Now I Cringe Every Time I Hear It"
<https://www.buzzfeednews.com/article/craigsilverman/i-helped-popularize-the-term-fake-news-and-now-i-cringe>
- Alice Marwick (2018) "Why Do People Share Fake News? A Sociotechnical Model of Media Effects" <https://www.georgetownlawtechreview.org/why-do-people-share-fake-news-a-soci>

Thursday December 6

Readings

- John Perry Barlow (1996) "A Declaration of the Independence of Cyberspace"
<https://www.eff.org/cyberspace-independence>
- Humdog [Carmen Hermosillo] (1994) "On community in cyberspace"
<https://gist.github.com/kolber/2131643>

Activities

- We're revisiting our first two readings and the exercise we did that first week of class to review we're we've been and see how our thinking has changed.

Step 3 of the Wikipedia project--your group's Article Contributions--is due Friday December 7

Steps 4 and 5 of the Wikipedia project--your group's Wiki Fieldwork and Peer Evaluations--are due Monday December 17 at 1:30 PM (when the final exam would otherwise be scheduled).